

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



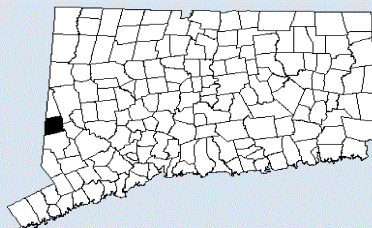
## New Fairfield School District

Dr. Alicia Roy, Superintendent • 203-312-5770 • <http://www.newfairfieldschools.org>

### District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	2,730
Per Pupil Expenditures <sup>1</sup>	\$13,420
Total Expenditures <sup>1</sup>	\$37,307,735

<sup>1</sup>Expenditure data reflect the 2012-13 year.



### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)  
(2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,290	47.3	48.3
Male	1,440	52.7	51.6
American Indian	7	0.3	0.2
Asian	52	1.9	4.6
Black or African American	35	1.3	12.9
Hispanic or Latino	191	7.0	21.2
Pacific Islander	0	0.0	0.0
White	2,403	88.0	58.4
Two or More Races	42	1.5	2.3
English Language Learners	38	1.4	5.7
Eligible for Free or Reduced-Price Meals	281	10.3	37.3
Students with Disabilities <sup>1</sup>	282	10.3	12.8

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	63	5.0	36	2.7
Male	57	4.0	53	3.6
Black or African American	*	*	*	*
Hispanic or Latino	10	5.4	7	3.6
White	101	4.3	79	3.2
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	25	9.8	23	7.6
Students with Disabilities	28	11.0	23	7.5
District	120	4.5	89	3.2
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 8**

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2013-14

## New Fairfield School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	171.7
Paraprofessional Instructional Assistants	17.0
<b>Special Education</b>	
Teachers and Instructors	25.2
Paraprofessional Instructional Assistants	44.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.2
School Level	12.6
<b>Library/Media</b>	
Specialists (Certified)	3.6
Support Staff	1.0
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	15.6
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	98.3

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	2	0.8	1.0
Black or African American	0	0	3.5
Hispanic	4	1.6	3.6
Native American	0	0	0.1
White	238	97.5	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	58	24.8	89	41.4
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	0	0
District	63	24.0	96	40.2
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	10	*
Emotional Disturbance	11	*
Intellectual Disability	*	*
Learning Disability	71	95.9
Other Health Impairment	60	93.8
Other Disabilities	*	*
Speech/Language Impairment	49	96.1
District	213	87.3
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## New Fairfield School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	14	0.5	1.4
Emotional Disturbance	15	0.6	1.0
Intellectual Disability	7	0.3	0.4
Learning Disability	74	2.8	4.2
Other Health Impairment	66	2.5	2.5
Other Disabilities	29	1.1	1.0
Speech/Language Impairment	52	2.0	1.9
All Disabilities	257	9.8	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,666,401	8,101	8,769
Instructional Supplies and Equipment	708,532	253	275
Improvement of Instruction and Educational Media Services	1,216,620	435	487
Student Support Services	2,613,596	934	965
Administration and Support Services	4,131,378	1,477	1,600
Plant Operation and Maintenance	3,182,073	1,137	1,472
Transportation	1,633,325	584	786
Costs of Students Tuitioned Out	639,876	N/A	N/A
Other	515,934	184	178
Total	37,307,735	13,420	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	5,504,471	1,967	1,434
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,685,730	48.5	35.6
Noncertified Personnel	1,262,642	16.6	14.5
Purchased Services	180,161	2.4	5.0
Tuition to Other Schools	599,772	7.9	21.4
Special Ed. Transportation	481,065	6.3	8.5
Other Expenditures	1,385,681	18.2	14.9
Total Expenditures	7,595,051	100.0	100.0
PK-12 Expenditures Used for Special Education		20.4	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	80.8	85.2
State	17.5	12.9
Federal	1.5	1.7
Tuition & Other	0.2	0.2

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2013-14

## New Fairfield School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	86.1	85.7	87.6	83.4	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	74.2	78.6	83.7	79.6	.	.	.	.	
Students with Disabilities	57.1	53.2	58.3	51.0	.	.	.	.	
High Needs	65.4	66.5	71.1	67.0	.	.	.	.	
District	87.7	88.4	89.6	87.3	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	75.7	68.8	69.5	.	.	.	.	
Students with Disabilities	.	55.0	56.5	45.6	.	.	.	.	
High Needs	73.8	67.4	66.3	59.5	.	.	.	.	
District	89.2	86.2	84.8	83.2	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	73.6	88.8	83.2	85.9	812	83.0
Curl Up	83.9	96.4	93.9	88.1	812	90.5
Push Up	72.5	90.3	89.3	87.7	812	85.1
Mile Run/PACER	69.4	81.1	71.4	68.7	812	72.5
All Tests - District	39.4	69.9	61.2	58.1	812	57.3
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## New Fairfield School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	33	81.8	.		.
Students with Disabilities	25	92	82.3	Yes	83.5
District	258	95.7	91.3	Yes	91.6
State <sup>4</sup>		85.5			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	89.6	126	50.6
Male	86.5	142	56.3
Black or African American	*	*	*
Hispanic or Latino	90.3	12	38.7
White	88.2	248	55.2
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	63.4	13	31.7
Students with Disabilities	*	*	*
District	88.0	268	53.5
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

#### Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	89.2	94.2
Male	80.5	89.6
Black or African American	*	*
Hispanic or Latino	*	*
White	85.8	92.8
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	65.7	94.1
Students with Disabilities	66.7	*
District	85.1	92.4
State	72.7	88.5

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2013-14

## New Fairfield School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Each of the New Fairfield Public Schools' administrators prepares a school improvement plan aligned with the district goal and theories of action, including steps to improve student achievement. Our staff has continued to function as a Professional Learning Community (PLC) to ensure that ALL students achieve high levels of learning, that we focus on student academic results by using relevant data and information to promote continuous improvement, and that we create a collaborative culture through high-performing teams. All schools also use Positive Behavioral Interventions and Supports (PBIS). Students in grades one and two at Consolidated School are assessed on the NWEA MAP test three times a year in reading and math, and provided interventions or additional challenges as appropriate. Our Reading Consultant and Reading Teachers work with staff to increase benchmarks in language arts for K-2nd grade. In kindergarten, on the June assessment, 92 percent of our students read at Level 4C or 6D, with 47 percent reading above the 6D K benchmark; 8 percent were below the benchmark. In first grade, 91 percent met or exceeded the DRA-2 Level 18 J, the expected year-end benchmark. In second grade, 92 percent met or exceeded the DRA benchmark of Level 28 M. The math coach uses Stepping Stones to help teacher teams develop RtI (SRBI) goals to address students' needs across the grade levels. MHHS staff members continue to be active participants in data teams that analyze student data based on pre and post-common formative assessments (CFAs) and benchmark assessments, including NWEA, to adjust instructional plans and incorporate best practices to maximize student achievement. Data Teams at each grade level meet on a seven-day cycle to analyze identified problems of practice. A vertical data team oversees the work across grade levels. The staff work together to implement new interventions centered on differentiated math instruction and Reading and Writing Workshop. At the middle school all students took the reading, math, and language arts sections of NWEA, and teams met with the principal to develop SMART Goals and Action Plans for each student who fell below goal on the CMT or whose NWEA scores were of concern. Goals and plans were implemented through use of differentiated instruction and small focused skills groups held before school, after school, or during Hands Up, Excel and or Personal Learning Communities (PLC) for students. At New Fairfield High School the data team worked to improve instruction and student achievement. The Flex program and both the day and after-school Alternative Learning Center programs continued to support student needs. The world language department used its iPod language lab to continue to assist students develop communication skills, while New Fairfield's state-of-the-art Wellness Center including TechnoGym equipment with software was used to individualize instruction. The senior capstone continues to thrive, offering students the opportunity to participate in the Senior Enrichment Experience (SEE). Students completed community service projects, embarked on entrepreneurial ventures, were interns in public and private organizations, and chose internships as teacher assistants. All schools are committed to providing a broad spectrum of programs and support services to address student needs.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The New Fairfield Public Schools continue to use both grants and local resources to make efforts to reduce racial, ethnic, and economic isolation. At Consolidated School (PreK-2), students learn to respect and value all people, seeking opportunities to develop an awareness of people and customs from around the world and to benefit from the ideas, wisdom and experience of others. Special area educators teach the art, music, literature and recreational choices of different cultures. The State Personnel Development Grant (SPDG) helps evaluate policies, practices, and the physical environment to make families and community members feel valued and connected. Meeting House Hill School (3-5) welcomes parental involvement in their child's educational experience and academic development. The entire staff is committed to providing a wide variety of opportunities for families. The PTO meets monthly to discuss the allocation of funds through mini-grants and gifts to the school so that tools such as Child's Play, High Touch- High Tech, and author visits can enrich the students' education. Through the middle school's (6-8) developmental guidance classes, the topics of stereotyping, bias, discrimination, and bullying are addressed. The world language department sponsored a cultural heritage day and some students also visited the Modern Museum of Art in New York and the United Nations. At the high school students participate in a variety of cocurricular club and sports activities, including a number of state and national competitions. These activities— State Latin Day, DECA and FBLA state and national competitions, Model United Nations conferences at Yale and Cornell—expose the students to a diverse group of people. Students participated in Virtual High School (VHS), taking semester or yearlong courses, interacting with and learning from students throughout the country and around the world. In addition, the high school held its annual Day of Silence sponsored by GSA. The mission of the high school includes the expectation that every student every year will have the opportunity to understand varying opinions, diverse beliefs, and cultural differences. Student groups at all schools also participated in various fundraisers to support local charities and non-profit groups.

# District Profile and Performance Report for School Year 2013-14

## New Fairfield School District

### **Equitable Allocation of Resources among District Schools**

The Board of Education (BoE) allocates resources to ensure that all schools are well equipped, appropriately staffed, and properly maintained. Each school, beginning at the teacher level, is required to submit an annual budget request to the principal. While preparing the school requests, principals and district administrators are charged with the responsibility of addressing students' needs through alignment with the district goal. Individual meetings are held with central office personnel to review budget priorities. Additional meetings are conducted with the administrative council to prioritize district needs to allocate resources equitably across all schools and programs. The superintendent prepares an annual budget for consideration by the BoE. Many workshops are conducted as the Board examines the budget recommendations. After approval of the BoE the process continues to the Board of Finance and the budget is voted on by the taxpayers at referendum. New Fairfield has been a community that has received tremendous legislative and community support with grants, bonding for school projects, and contributions that have helped support growth throughout the district.